



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2008
Code: 10741263
SAU: Hermon School Department
School: Hermon Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 8

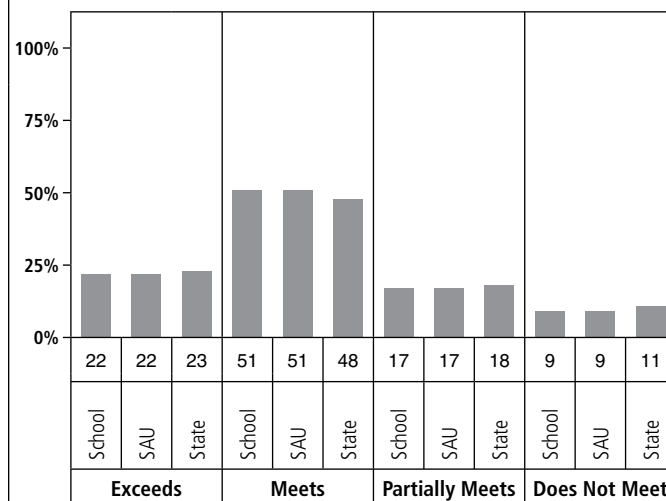
SAU: Hermon School Department

School: Hermon Middle School

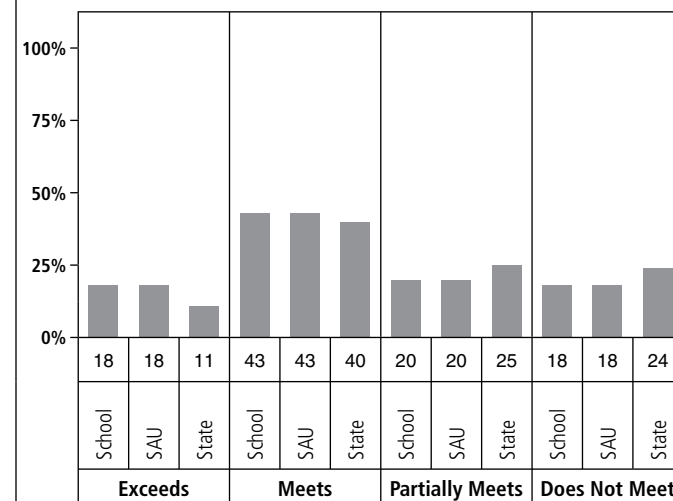
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	839	839	845
2006–2007	840	840	847
2007–2008	849	849	849
Cum. Avg. *	843	843	847
Mathematics			
2005–2006	838	838	840
2006–2007	841	841	842
2007–2008	845	845	841
Cum. Avg. *	842	842	841
Science & Technology			
2005–2006	842	842	846
2006–2007	846	846	847
2007–2008	850	850	847
Cum. Avg. *	846	846	847

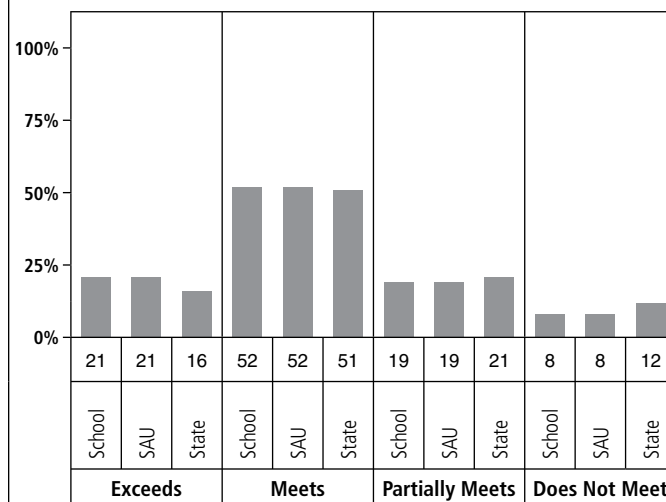
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 8
 SAU: Hermon School Department
 School: Hermon Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	77	100	77	100	15274	100	76	99	76	99	15102	99	76	99	76	99	15097	99	77	100	77	100	15080	99						
Ethnicity African American/Black	1	1	1	1	368	2	1	100	1	100	356	97	1	100	1	100	360	98	1	100	1	100	356	97						
American Indian or Native Alaskan	1	1	1	1	120	1	1	100	1	100	117	98	1	100	1	100	117	98	1	100	1	100	117	98						
Asian or Pacific Islander	1	1	1	1	186	1	1	100	1	100	181	97	1	100	1	100	182	98	1	100	1	100	182	98						
Hispanic	1	1	1	1	139	1	1	100	1	100	136	98	1	100	1	100	136	98	1	100	1	100	136	98						
Caucasian/White	73	95	73	95	14461	95	72	99	72	99	14312	99	72	99	72	99	14302	99	73	100	73	100	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	14	18	14	18	2508	16	13	93	13	93	2446	98	13	93	13	93	2441	98	14	100	14	100	2431	98						
Current LEP	0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99						
Economically disadvantaged	10	13	10	13	5420	35	9	90	9	90	5329	99	9	90	9	90	5324	99	10	100	10	100	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	63	82	63	82	12703	83	63	82	63	82	12694	83	64	83	64	83	12710	83						
Identified disability (PET/IEP)	1	2	1	2	437	3	1	2	1	2	421	3	2	3	2	3	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	0	0	0	0	229	2	0	0	0	0	231	2	0	0	0	0	230	2						
Participation with accommodations	13	17	13	17	2221	15	13	17	13	17	2227	15	13	17	13	17	2197	14						
Identified disability (PET/IEP)	12	92	12	92	1832	82	12	92	12	92	1844	83	12	92	12	92	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	1	8	1	8	213	10	1	8	1	8	202	9	1	8	1	8	204	9						
Participation through alternate assessment (PAAP)	0	0	0	0	177	1	0	0	0	0	176	1	0	0	0	0	173	1						
Identified disability (PET/IEP)	0	0	0	0	177	100	0	0	0	0	176	100	0	0	0	0	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	1	1	1	1	140	1	1	1	1	1	143	1	0	0	0	0	160	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 8
SAU: Hermon School Department
School: Hermon Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	1	2	1	2	2695	17
	2006-2007	2	3	2	3	2407	16
	2007-2008	17	22	17	22	3428	23
	Cum. Total*	20	9	20	9	8530	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	27	42	27	42	6830	42
	2006-2007	33	44	33	44	7494	49
	2007-2008	39	51	39	51	7179	48
	Cum. Total*	99	46	99	46	21503	46
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	22	34	22	34	3741	23
	2006-2007	25	33	25	33	3628	24
	2007-2008	13	17	13	17	2706	18
	Cum. Total*	60	28	60	28	10075	22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	14	22	14	22	3003	18
	2006-2007	15	20	15	20	1810	12
	2007-2008	7	9	7	9	1611	11
	Cum. Total*	36	17	36	17	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	36.8	65.7	36.8	65.7	36.9	65.9
Literary Text	28	50	18.1	64.6	18.1	64.6	18.3	65.4
Informational Text	28	50	18.7	66.8	18.7	66.8	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Hermon School Department
 School: Hermon Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	76	17	22	39	51	13	17	7	9	849	76	22	51	17	9	849	14924	23	48	18	11	849
Ethnicity																						
African American/Black	1										1						348	11	38	22	29	840
American Indian or Native Alaskan	1										1						117	9	43	29	19	842
Asian or Pacific Islander	1										1						179	32	39	18	11	852
Hispanic	1										1						131	18	38	27	17	846
Caucasian/White	72	16	22	38	53	12	17	6	8	849	72	22	53	17	8	849	14149	23	49	18	10	850
Not Reported	0										0						0					
Identified disability																						
Yes	13	1	8	0	0	5	38	7	54	830	13	8	0	38	54	830	2269	3	24	32	42	833
No	63	16	25	39	62	8	13	0	0	853	63	25	62	13	0	853	12655	27	52	16	5	852
Current LEP																						
Yes	0										0						308	8	30	27	34	837
No	76	17	22	39	51	13	17	7	9	849	76	22	51	17	9	849	14616	23	48	18	10	850
Economically disadvantaged																						
Yes	9	1	11	1	11	4	44	3	33	836	9	11	11	44	33	836	5222	12	44	25	19	843
No	67	16	24	38	57	9	13	4	6	851	67	24	57	13	6	851	9702	29	50	14	7	853
Migrant																						
Yes	0										0						7	0	86	0	14	850
No	76	17	22	39	51	13	17	7	9	849	76	22	51	17	9	849	14917	23	48	18	11	849
Gender																						
Female	34	12	35	17	50	5	15	0	0	853	34	35	50	15	0	853	7198	30	48	15	7	853
Male	42	5	12	22	52	8	19	7	17	845	42	12	52	19	17	845	7726	17	49	21	14	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						807	9	41	32	18	842
No	76	17	22	39	51	13	17	7	9	849	76	22	51	17	9	849	14117	24	49	17	10	850
Gifted/talented program																						
Yes	0										0						592	71	28	1	0	867
No	76	17	22	39	51	13	17	7	9	849	76	22	51	17	9	849	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Hermon School Department

School: Hermon Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	1	14	3	43	0	0	3	43	841	9	14	43	0	43	841	9	10	39	24	26	841
B. less than one hour	26	2	10	11	55	7	35	0	0	848	26	10	55	35	0	848	46	20	50	20	11	849
C. one to two hours	57	13	30	21	49	5	12	4	9	850	57	30	49	12	9	850	41	28	49	15	7	852
D. more than two hours	8	1	17	4	67	1	17	0	0	853	8	17	67	17	0	853	5	28	44	15	12	850
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	52	12	31	18	46	4	10	5	13	850	52	31	46	10	13	850	33	31	48	14	7	853
B. They match some of what I have learned.	41	5	16	19	61	5	16	2	6	849	41	16	61	16	6	849	53	21	51	19	9	849
C. They match just a little of what I have learned.	7	0	0	2	40	3	60	0	0	843	7	0	40	60	0	843	11	14	41	25	20	844
D. There is no match.	0										0						3	6	34	26	35	836
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	42	12	38	18	56	2	6	0	0	857	42	38	56	6	0	857	31	42	44	8	6	857
B. good	42	5	16	19	59	5	16	3	9	847	42	16	59	16	9	847	49	19	54	19	9	849
C. fair	16	0	0	2	17	6	50	4	33	834	16	0	17	50	33	834	18	5	42	31	22	840
D. poor	0										0						2	4	29	32	34	835
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	12	2	22	6	67	0	0	1	11	851	12	22	67	0	11	851	15	16	44	22	18	845
B. about the same as my regular schoolwork	76	13	23	27	47	11	19	6	11	848	76	23	47	19	11	848	65	23	49	18	9	850
C. easier than my regular schoolwork	12	2	22	6	67	1	11	0	0	851	12	22	67	11	0	851	19	30	49	14	8	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	8	0	0	1	17	3	50	2	33	831	8	0	17	50	33	831	9	8	33	28	31	838
B. Most of the passages were about the same as what I normally read.	62	9	20	27	59	6	13	4	9	849	62	20	59	13	9	849	53	17	51	21	11	848
C. Most of the passages were easier than what I normally read.	30	8	36	11	50	3	14	0	0	855	30	36	50	14	0	855	38	36	48	11	5	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	49	9	25	21	58	5	14	1	3	852	49	25	58	14	3	852	43	23	48	19	10	849
B. I tried about the same as I do on my regular schoolwork.	50	8	22	17	46	7	19	5	14	848	50	22	46	19	14	848	51	25	49	17	9	851
C. I did not try as hard on this test as I do on my regular schoolwork.	1	0	0	1	100	0	0	0	0	854	1	0	100	0	0	854	6	9	43	24	23	842
How much time do you spend reading at home each day?																						
A. more than one hour	29	7	32	11	50	4	18	0	0	854	29	32	50	18	0	854	18	31	47	13	9	852
B. 20 minutes to an hour	37	8	29	13	46	4	14	3	11	850	37	29	46	14	11	850	41	28	49	15	7	852
C. less than 20 minutes	7	0	0	2	40	2	40	1	20	836	7	0	40	40	20	836	13	20	49	18	12	848
D. I rarely read at home.	28	2	10	13	62	3	14	3	14	846	28	10	62	14	14	846	28	12	47	26	16	844
How do you feel about the following statement?																						
<i>"My knowledge of reading will be useful to me as an adult."</i>																						
A. strongly agree	49	11	30	17	46	4	11	5	14	851	49	30	46	11	14	851	43	31	48	14	7	853
B. agree	45	6	18	19	56	8	24	1	3	848	45	18	56	24	3	848	48	18	50	20	12	848
C. disagree	5	0	0	2	50	1	25	1	25	836	5	0	50	25	25	836	6	11	43	24	21	843
D. strongly disagree	1	0	0	1	100	0	0	0	0	856	1	0	100	0	0	856	2	6	36	32	26	839
Optional school/SAU question																						
A.	43	1	33	0	0	1	33	1	33	837	43	33	0	33	33	837						
B.	14	1	100	0	0	0	0	0	0	864	14	100	0	0	0	864						
C.	29	0	0	0	0	1	50	1	50	828	29	0	0	50	50	828						
D.	14	0	0	0	0	0	0	1	100	828	14	0	0	0	100	828						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date:	March 2008
Grade:	8
SAU:	Hermon School Department
School:	Hermon Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	5	8	5	8	1714	11
	2006-2007	6	8	6	8	1952	13
	2007-2008	14	18	14	18	1657	11
	Cum. Total*	25	12	25	12	5323	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	20	31	20	31	5533	34
	2006-2007	34	45	34	45	5870	38
	2007-2008	33	43	33	43	5956	40
	Cum. Total*	87	40	87	40	17359	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	22	34	22	34	4764	29
	2006-2007	17	23	17	23	3982	26
	2007-2008	15	20	15	20	3729	25
	Cum. Total*	54	25	54	25	12475	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	17	27	17	27	4251	26
	2006-2007	18	24	18	24	3534	23
	2007-2008	14	18	14	18	3579	24
	Cum. Total*	49	23	49	23	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.8	55.0	8.8	55.0	8.4	52.5
Cluster 2: Shape and Size	14	25	7.0	50.0	7.0	50.0	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	5.0	62.5	5.0	62.5	4.6	57.5
Cluster 4: Patterns	18	32	9.9	55.0	9.9	55.0	8.9	49.4

Cluster 1: Numbers and Operations
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size
 E. Geometry
 F. Measurement

Cluster 3: Mathematical Decision Making
 C. Data Analysis and Statistics
 D. Probability

Cluster 4: Patterns
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 8
SAU: Hermon School Department
School: Hermon Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	76	14	18	33	43	15	20	14	18	845	76	18	43	20	18	845	14921	11	40	25	24	841
Ethnicity																						
African American/Black	1										1						352	2	23	23	52	828
American Indian or Native Alaskan	1										1						117	5	22	33	39	832
Asian or Pacific Islander	1										1						181	24	42	20	14	848
Hispanic	1										1						131	7	34	26	33	836
Caucasian/White	72	13	18	32	44	14	19	13	18	845	72	18	44	19	18	845	14140	11	41	25	23	841
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	4	31	4	31	5	38	831	13	0	31	31	38	831	2265	1	14	22	62	824
No	63	14	22	29	46	11	17	9	14	848	63	22	46	17	14	848	12656	13	45	26	17	844
Current LEP																						
Yes	0										0						315	5	24	20	51	828
No	76	14	18	33	43	15	20	14	18	845	76	18	43	20	18	845	14606	11	40	25	23	841
Economically disadvantaged																						
Yes	9	0	0	3	33	2	22	4	44	835	9	0	33	22	44	835	5217	5	30	29	37	834
No	67	14	21	30	45	13	19	10	15	847	67	21	45	19	15	847	9704	15	45	23	17	845
Migrant																						
Yes	0										0						7	0	43	43	14	838
No	76	14	18	33	43	15	20	14	18	845	76	18	43	20	18	845	14914	11	40	25	24	841
Gender																						
Female	34	10	29	12	35	6	18	6	18	848	34	29	35	18	18	848	7199	11	40	26	23	841
Male	42	4	10	21	50	9	21	8	19	843	42	10	50	21	19	843	7722	11	40	24	25	841
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						806	3	20	30	47	831
No	76	14	18	33	43	15	20	14	18	845	76	18	43	20	18	845	14115	12	41	25	23	842
Gifted/talented program																						
Yes	0										0						592	58	39	2	1	864
No	76	14	18	33	43	15	20	14	18	845	76	18	43	20	18	845	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: Hermon School Department
School: Hermon Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	3	43	3	43	1	14	840	9	0	43	43	14	840	9	5	30	23	41	833
B. less than one hour	26	2	10	7	35	6	30	5	25	840	26	10	35	30	25	840	46	10	40	26	25	840
C. one to two hours	57	11	26	20	47	6	14	6	14	849	57	26	47	14	14	849	41	14	42	25	19	843
D. more than two hours	8	1	17	3	50	0	0	2	33	844	8	17	50	0	33	844	5	14	38	23	24	842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	53	10	25	18	45	6	15	6	15	849	53	25	45	15	15	849	30	17	43	22	18	845
B. They match some of what I have learned.	41	4	13	14	45	5	16	8	26	842	41	13	45	16	26	842	50	10	42	26	22	841
C. They match just a little of what I have learned.	4	0	0	1	33	2	67	0	0	839	4	0	33	67	0	839	17	6	32	29	33	836
D. There is no match.	3	0	0	0	0	2	100	0	0	839	3	0	0	100	0	839	4	3	18	25	54	828
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	34	6	23	17	65	1	4	2	8	853	34	23	65	4	8	853	26	29	46	14	11	851
B. good	45	6	18	12	35	10	29	6	18	844	45	18	35	29	18	844	45	7	46	27	20	841
C. fair	20	2	13	4	27	4	27	5	33	836	20	13	27	27	33	836	23	1	26	34	38	833
D. poor	1	0	0	0	0	0	0	1	100	824	1	0	0	0	100	824	5	1	14	29	57	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	19	0	0	5	36	4	29	5	36	834	19	0	36	29	36	834	34	4	35	28	32	836
B. about the same as my regular schoolwork	61	10	22	19	42	9	20	7	16	846	61	22	42	20	16	846	52	10	43	26	21	842
C. easier than my regular schoolwork	20	3	20	9	60	1	7	2	13	852	20	20	60	7	13	852	13	33	40	14	13	852
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	50	3	8	20	54	9	24	5	14	843	50	8	54	24	14	843	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	47	11	31	11	31	6	17	7	20	849	47	31	31	17	20	849	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	1	50	0	0	1	50	828	3	0	50	0	50	828	6	9	27	27	38	835
How often do you use laptops in mathematics class?																						
A. almost every day	1	0	0	0	0	0	0	1	100	814	1	0	0	0	100	814	9	6	38	27	29	837
B. two or three days a week	4	1	33	1	33	0	0	1	33	843	4	33	33	0	33	843	16	8	38	27	27	839
C. two or three times each month	30	0	0	12	52	4	17	7	30	837	30	0	52	17	30	837	28	12	41	27	21	843
D. never or almost never	64	13	27	20	41	11	22	5	10	850	64	27	41	22	10	850	48	13	40	23	24	842
How often do you use calculators in mathematics class?																						
A. almost every day	12	2	22	4	44	2	22	1	11	849	12	22	44	22	11	849	38	14	42	23	21	843
B. two or three times a week	22	6	35	4	24	4	24	3	18	849	22	35	24	24	18	849	33	10	41	26	23	841
C. two or three times each month	26	1	5	9	45	5	25	5	25	840	26	5	45	25	25	840	18	10	36	27	27	840
D. never or almost never	39	5	17	16	53	4	13	5	17	845	39	17	53	13	17	845	11	7	34	26	33	836
How do you feel about the following statement? <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	58	11	25	19	43	9	20	5	11	849	58	25	43	20	11	849	54	14	44	23	18	844
B. agree	34	3	12	11	42	5	19	7	27	842	34	12	42	19	27	842	38	8	36	27	28	838
C. disagree	5	0	0	2	50	0	0	2	50	828	5	0	50	0	50	828	6	6	31	28	36	835
D. strongly disagree	3	0	0	1	50	1	50	0	0	837	3	0	50	50	0	837	2	3	23	25	49	831
Optional school/SAU question																						
A.	43	0	0	0	0	1	33	2	67	827	43	0	0	33	67	827						
B.	14	0	0	1	100	0	0	0	0	856	14	0	100	0	0	856						
C.	29	0	0	1	50	0	0	1	50	821	29	0	50	0	50	821						
D.	14	0	0	0	0	1	100	0	0	832	14	0	0	100	0	832						

SCIENCE AND TECHNOLOGY RESULTS

Test Date:	March 2008
Grade:	8
SAU:	Hermon School Department
School:	Hermon Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	3	5	3	5	1879	12
	2006-2007	4	5	4	5	2192	14
	2007-2008	16	21	16	21	2371	16
	Cum. Total*	23	11	23	11	6442	14
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	32	50	32	50	8604	53
	2006-2007	44	59	44	59	7916	52
	2007-2008	40	52	40	52	7630	51
	Cum. Total*	116	54	116	54	24150	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	18	28	18	28	3618	22
	2006-2007	21	28	21	28	3340	22
	2007-2008	15	19	15	19	3175	21
	Cum. Total*	54	25	54	25	10133	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	11	17	11	17	2174	13
	2006-2007	6	8	6	8	1865	12
	2007-2008	6	8	6	8	1731	12
	Cum. Total*	23	11	23	11	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	7.5	53.6	7.5	53.6	8.1	57.9
Cluster 2: Physical Sciences	14	25	8.2	58.6	8.2	58.6	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	8.7	62.1	8.7	62.1	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	8.8	62.9	8.8	62.9	8.5	60.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Hermon School Department
 School: Hermon Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	77	16	21	40	52	15	19	6	8	850	77	21	52	19	8	850	14907	16	51	21	12	847
Ethnicity																						
African American/Black	1										1						349	4	35	26	34	837
American Indian or Native Alaskan	1										1						117	8	40	28	24	840
Asian or Pacific Islander	1										1						181	20	50	15	15	849
Hispanic	1										1						131	5	50	22	23	842
Caucasian/White	73	16	22	39	53	13	18	5	7	850	73	22	53	18	7	850	14129	16	52	21	11	848
Not Reported	0										0						0					
Identified disability																						
Yes	14	2	14	3	21	4	29	5	36	836	14	14	21	29	36	836	2258	3	29	31	37	836
No	63	14	22	37	59	11	17	1	2	853	63	22	59	17	2	853	12649	18	55	20	7	850
Current LEP																						
Yes	0										0						315	4	29	25	42	834
No	77	16	21	40	52	15	19	6	8	850	77	21	52	19	8	850	14592	16	52	21	11	848
Economically disadvantaged																						
Yes	10	1	10	4	40	3	30	2	20	840	10	10	40	30	20	840	5206	8	45	28	20	842
No	67	15	22	36	54	12	18	4	6	851	67	22	54	18	6	851	9701	20	55	18	7	850
Migrant																						
Yes	0										0						7	29	57	14	0	852
No	77	16	21	40	52	15	19	6	8	850	77	21	52	19	8	850	14900	16	51	21	12	847
Gender																						
Female	34	4	12	21	62	8	24	1	3	850	34	12	62	24	3	850	7196	14	52	23	12	847
Male	43	12	28	19	44	7	16	5	12	849	43	28	44	16	12	849	7711	18	51	20	12	848
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						804	6	38	34	22	841
No	77	16	21	40	52	15	19	6	8	850	77	21	52	19	8	850	14103	16	52	21	11	848
Gifted/talented program																						
Yes	0										0						592	63	35	1	0	865
No	77	16	21	40	52	15	19	6	8	850	77	21	52	19	8	850	14315	14	52	22	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 8
 SAU: Hermon School Department
 School: Hermon Middle School

QUESTIONNAIRE ITEMS	School										SAU						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%		%
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	9 26 57 8	1 2 12 1	14 10 28 17	3 13 20 4	43 65 47 67	0 5 9 1	0 25 21 17	3 0 2 0	43 0 5 0	838 849 852 854	9 26 57 8	14 10 28 17	43 65 47 67	0 25 21 17	43 0 5 0	838 849 852 854	9 46 41 5	10 14 19 19	40 52 53 47	26 22 19 21	23 12 9 14	842 847 849 848	
How well do the questions that you have just been given on this MEA test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	74 24 0 3	13 3 0 0	23 17 0 0	30 10 0 0	54 56 0 0	11 4 0 0	20 22 0 0	2 1 2 2	4 6 100 100	852 846 826 826	74 24 0 3	23 17 0 0	54 56 0 0	20 22 0 0	4 6 100 100	852 846 826 826	29 49 18 5	19 16 13 9	54 51 51 39	19 22 23 29	9 11 13 23	849 848 846 842	
Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor	41 47 12 0	9 7 0 0	29 19 0 0	17 20 3 3	55 56 33 33	4 7 4 4	13 19 44 44	1 2 2 2	3 6 22 22	854 850 835 835	41 47 12 0	29 19 0 0	55 56 33 33	13 19 44 44	3 6 22 22	854 850 835 835	23 54 20 3	28 15 5 2	51 55 45 35	13 21 32 34	8 9 18 29	853 848 842 838	
How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	12 74 14	1 12 2	11 22 20	4 31 5	44 56 50	2 11 1	22 20 10	2 1 2	22 2 20	846 852 845	12 74 14	11 22 20	44 56 50	22 20 10	22 2 20	846 852 845	27 59 13	15 15 21	49 53 51	22 22 18	14 10 10	846 848 850	
How hard did you try on the science part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	52 44 4	8 7 1	21 21 33	23 17 0	59 52 0	6 8 1	15 24 33	2 1 1	5 3 33	852 851 833	52 44 4	21 21 33	59 52 0	15 24 33	5 3 33	852 851 833	40 55 5	15 17 12	51 53 41	22 21 25	12 10 22	847 848 843	
Which courses do you plan to take before you graduate from high school? A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class	19 23 26 32	3 2 8 3	21 12 42 13	10 9 7 14	71 53 37 58	1 3 3 6	7 18 16 25	0 3 1 1	0 18 5 4	852 844 856 850	19 23 26 32	21 12 42 13	71 53 37 58	7 18 16 25	0 18 5 4	852 844 856 850	25 24 22 29	11 18 30 8	53 53 47 52	23 20 14 27	13 10 8 14	846 849 853 844	
How do you feel about the following statement? “My knowledge of science and technology will be useful to me as an adult.” A. strongly agree B. agree C. disagree D. strongly disagree	32 57 8 3	6 8 1 1	25 19 17 50	13 24 1 1	54 56 17 50	3 10 2 0	13 23 33 0	2 1 2 0	8 2 33 0	853 850 835 857	32 57 8 3	25 19 17 50	54 56 17 50	13 23 33 0	8 2 33 0	853 850 835 857	27 54 15 4	23 15 10 7	51 53 50 39	17 21 26 30	9 11 14 24	851 847 845 841	
How well does the following statement reflect your future goals? “I am interested in a career related to science, technology, engineering, or mathematics.” A. strongly agree B. agree C. disagree D. strongly disagree	29 37 24 11	7 4 4 1	32 14 22 13	14 14 9 3	64 50 50 38	0 9 4 2	0 32 22 25	1 1 1 2	5 4 6 25	858 847 850 840	29 37 24 11	32 14 22 13	64 50 50 38	0 32 22 25	5 4 6 25	858 847 850 840	25 37 26 12	24 15 12 8	52 50 53 48	15 22 23 28	8 12 12 15	851 847 846 844	
Optional school/SAU question A. B. C. D.	43 14 29 14	0 0 1 0	0 0 50 0	1 1 0 0	33 100 0 0	1 0 0 0	33 0 0 0	1 0 1 1	33 0 50 100	839 854 833 820	43 14 29 14	0 0 50 0	33 100 0 0	33 0 0 0	33 0 50 100	839 854 833 820							

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number